Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Creative Media Production

Component 3: Create a media product in response to a brief

L1/2

Sample Assessment Materials

First teaching from September 2022

Issue 1

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Task (Part S) **1**

Sample mark grid **9**

Pearson BTEC Level 1/Level 2 Tech Award

Sample assessment material for first teaching 2022

Controlled hours 10 hours

Paper reference XXXXX/XX

Creative Media Production

COMPONENT 3: Create a Media Product in Response to a Brief

You do not need any other materials.

Instructions

- The total mark for this paper is 60.
- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- This set task should be undertaken as specified in the period timetabled by Pearson.
- This booklet should not be returned to Pearson.

Turn over ▶

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Instructions to Teachers/Tutors and/or Invigilators

The set task should be completed during the 12-week assessment period timetabled by Pearson.

The 12-week assessment period comprises:

- an independent research period
- Activity 1 (Parts A and B)
- a preparatory period
- Activity 2.

The written outcomes for Activity 1 must be completed under supervised conditions with a maximum duration of **five** hours. The supervised time can be in more than one session and must be completed during the 12-week assessment period specified by Pearson. Outcomes for Activity 1 must be retained by the teacher/tutor. Copies of the outcomes should be made available to the learner during the preparatory period and Activity 2.

Following the completion of Activity 1 (Parts A and B), learners will need to use the preparatory period to collect and generate material, footage and/or assets for the production process. The preparatory period must be within the 12-week assessment period and prior to Activity 2.

This preparatory period will be supervised under low-control conditions.

All outcomes for submission must be produced individually. However, in generating the material for Activity 2, learners may enlist the help of others to create material, for example as an actor, interviewee, model, camera assistant or boom operator.

Learners must save their work regularly and ensure that all materials can be identified as their own work.

Learners have a maximum of **five** hours to complete Activity 2. Activity 2 must be completed under supervised conditions. The supervised time can be in more than one session and must be completed during the time specified by Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this booklet and the ***Instructions for Conducting External Assessments (ICEA)*** document, to ensure that the supervised period is conducted correctly and that learners carry out the required activities independently.

Teachers/tutors and/or invigilators should note that they are responsible for maintaining security and for reporting issues to Pearson. In particular:

- learners are not allowed to take any notes into the supervised environment
- learners are permitted access to pre-production templates for Part B of Activity 1 only
- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of supervised session(s), materials must be kept securely, and no items removed from the supervised environment
- outcomes for Activity 1 (Parts A and B) must be held securely and made available to learners during the preparatory period and Activity 2.

Outcomes for submission

Learners should submit **five** pieces of evidence:

- Activity 1 (Part A): Ideas Log
- Activity 1 (Part B): Planning Material
- Activity 2: Final Media Product or Products **and** a Technical and Review Record.
- A completed authentication sheet for each assessed learner confirming that all work was completed independently as part of the authentication submitted to Pearson.

Instructions for Learners

Read the set task information carefully.

You must plan your time and submit all the required evidence at the end of each supervised period. Your centre will advise you of the timings for the supervised periods.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised period and must not share your work with other learners.

Outcomes for submission

You should submit **five** pieces of evidence:

- Activity 1 (Part A): Ideas Log
- Activity 1 (Part B): Planning Material
- Activity 2: Final Media Product or Products **and** a Technical and Review Record
- A completed authentication sheet.

Set Brief

The Arts Council UK are organising a *Festival of Heroes and Villains*. Arts centres will be the venues for the festival.

A local arts centre has asked you to produce a short media product (or products) to promote the festival to an audience of 12 to 14-year olds. The arts centre encourages you to think creatively about the theme of 'heroes and villains' and what this could include.

Your media product(s) should:

- challenge traditional representations of heroes and villains
- aim to entertain the target audience
- incorporate the title 'Festival of Heroes and Villains' to promote the festival.

You must create a product (or products) from **one** of the following sectors: Audio/Moving Image, Print or Interactive.

Audio/Moving Image sector

Produce an audio **or** moving image media product or products. You should:

- create a product or products totalling between 60–90 seconds
- include original recordings for an audio product **or** original footage for a video product
- make appropriate use of sound and/or sound effects
- use appropriate editing techniques
- export/publish the final media product(s) in an appropriate digital format.

Print sector

Produce pages for a print product or products. You should:

- create 3 or 4 pages or adverts
- include original images and graphics
- make appropriate use of page layout and design techniques
- include written content appropriate to the brief
- export/publish the final media product(s) in an appropriate digital format.

Interactive sector

Produce an interactive media product or products. You should:

- create 2 or 3 pages, screens and/or levels
- include original assets
- use appropriate interactive features
- include appropriate navigation between pages, screens or levels
- export/publish the final media product(s) in an appropriate digital format.

Set Task

You must complete ALL activities within the set task.

In preparation for Activity 1 (Parts A and B), you must carry out research to support you in generating ideas in response to the brief.

You have **5 hours** to complete Activity 1 (Parts A and B) under supervised conditions, during the time scheduled by your teacher/tutor and/or invigilator.

Activity 1 (Part A): Ideas Log

Complete an Ideas Log on the development of your chosen idea for a media product or products in response to the brief.

You must complete a log providing information on:

- your initial ideas and how your ideas will meet the brief with reference to:
  - your target audience
  - how any other media products have influenced your ideas
- the content of your chosen idea and how it will be structured into a narrative, running order, pages or screens
- how the content meets the requirements of the brief
- the style that will be used in chosen your idea.

You will be assessed on your ideas, and how they respond to the needs of the brief.

(Total for Activity 1 (Part A) = 15 marks)

Activity 1 (Part B): Planning Material

You must develop your ideas by producing planning material in order to visualise the content and style of your media product(s).

Audio/Moving Image

Produce **either** the script for your audio product(s) or the storyboard for your moving image product(s).

The script should include:

- timings and cues
- a description of the type of audio e.g. sound effect, music, character name, host
- details of the audio, e.g. dialogue, scripted speech, description of music, questions for an interviewee
- notes to the speaker on delivery.

The storyboard should include:

- a key 30-second sequence
- a visual representation of the action in each frame
- a description of each frame, e.g. shot type, composition, framing, duration, use of sound
- arrows to indicate camera movement and character movement
- information on how each shot connects to the next, e.g. through the use of transitions

Print

Produce the layout and design for the pages of your print product(s).

The page layout and design should include:

- headlines and straplines
- the positioning of body copy, images and other assets e.g. running heads, pull quotes, cover lines
- notes on design features e.g. typography, use of colour, styles, effects.

Interactive

Produce the layout and design for the pages, screens or levels of your interactive media product(s).

The layout and design should include:

- use of assets e.g. text, images, buttons, sound, character movement
- notes on design features e.g. typography, use of colour, styles, effects
- notes on interactivity/gameplay, navigation and movement
- visual representation of pages, screens or levels.

You will be assessed on your understanding of and use of skills and techniques to communicate how your idea will be realised.

(Total for Activity 1 (Part B) = 15 marks)

Preparatory Period

You should use the preparatory period to:

- create original assets/material
- prepare original assets/material
- gather assets/material from secondary sources.

Activity 2: Final Media Product(s)

You have **five hours** to create your media product or products and technical and review record, under supervised conditions, during the time scheduled by your teacher/tutor.

You should:

- use your ideas from Activity 1 (Part A), planning material from Activity 1 (Part B) and material, footage and/or assets that you have collected and generated in the preparatory period to:
  - create your media product(s) in response to the brief
  - export/publish your product(s) in an appropriate digital file format.

Produce a technical and review record of up to two sides of A4 that:

- outlines how you have used software and equipment to create key aspects of your product(s)
- documents the outcomes of key review points in the production process.

You will be assessed on your use of production skills and techniques, your communication of ideas and how closely your product(s) meets the requirements of the brief.

(Total for Activity 2 = 30 marks)

TOTAL FOR TASK = 60 MARKS

Component 3: Create a Media Product in Response to a Brief

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically.
Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band.
- The mark awarded within the band will be decided based on the quality of the response in relation to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1 (Part A): Ideas Log

Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
1 – 4 marks	**5 – 8 marks**	**9 – 12 marks**	**13 – 15 marks**
• Ideas superficially target the audience and requirements of the brief with limited focus. • Ideas have been tentatively informed by limited consideration of existing media products and/or trends. • Makes limited decisions about superficial aspects of the content and style of the proposed media product(s).	• Ideas adequately target the audience and requirements of the brief. • Ideas have been partially informed by some consideration of existing media products and/or trends. • Makes adequate decisions about partially appropriate aspects of the content and style of the proposed media product(s).	• Ideas clearly target the audience and requirements of the brief. • Ideas have been clearly informed by appropriate consideration of existing media products and/or trends. • Makes competent decisions about appropriate aspects of the content and style of the proposed media product(s).	• Ideas effectively target the audience and requirements of the brief. • Ideas have been thoroughly informed by in-depth consideration of existing media products and/or trends. • Makes effective decisions about considered aspects of the content and style of the proposed media product(s).

Activity 1 (Part B): Planning Materials

Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
1 – 4 marks	**5 – 8 marks**	**9 – 12 marks**	**13 – 15 marks**
• Basic communication of idea that is tentatively developed. • Basic use of the conventions of the planning materials to tentatively show how the idea will be realised. • Basic use of the skills that shape the final idea.	• Adequate communication of idea that is partially developed. • Appropriate use of the conventions of the planning materials to sufficiently show how the idea will be realised. • Adequate use of the skills that shape the final idea.	• Clear communication of idea that is mostly developed. • Competent use of the conventions of the planning materials to clearly show how the idea will be realised. • Competent use of the skills that shape the final idea.	• Effective communication of idea that is thoroughly developed. • Confident use of the conventions of the planning materials to effectively show how the idea will be realised. • Effective use of the skills that shape the final idea.

Activity 2: Final Media Product(s) (Technical Skills)

Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
1 – 3 marks	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
• Basic use of a limited range of technical processes and techniques to create/manipulate materials and assets. • Limited process of review used during technical production resulting in underdeveloped work. • Basic use of equipment and software resulting in an inconsistent final product or products that shows limited technical proficiency.	• Straightforward use of an adequate range of technical processes and techniques to create/manipulate materials and assets. • Adequate process of review used to partially develop work during technical production. • Adequate use of equipment and software to produce a partially consistent final product or products that shows adequate technical proficiency in some areas/aspects.	• Competent use of an appropriate range of technical processes and techniques to create/manipulate materials and assets. • Competent process of review used to develop work during technical production. • Competent use of equipment and software to produce a mostly consistent final product or products that shows competent technical proficiency in most areas/aspects.	• Confident use of a wide range of technical processes and techniques to create/manipulate materials and assets. • Effective process of review used to develop and refine work throughout technical production. • Confident use of equipment and software to produce a cohesive final product or products that shows effective technical proficiency throughout.

Activity 2: Final Media Product(s) (Ideas)

Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
1 – 4 marks	**5 – 9 marks**	**10 – 14 marks**	**15 – 18 marks**
• Content shows limited development and is sometimes tentatively linked to the brief. • Basic use of the codes and conventions of the chosen sector to tentatively shape outcomes. • Outcome shows a limited interpretation of the brief. • Ideas are tentatively communicated to the audience.	• Content is sufficiently developed and partially suitable in relation to the brief. • Adequate use of the codes and conventions of the chosen sector to partially shape outcomes. • Outcome shows a straightforward interpretation of the brief. • Ideas are adequately communicated to the audience.	• Content is clearly developed and mostly appropriate in relation to the brief. • Competent use of the codes and conventions of the chosen sector to appropriately shape outcomes. • Outcome shows a competent interpretation of the brief. • Ideas are competently communicated to the audience.	• Content is thoroughly developed and entirely suitable in relation to the brief. • Accomplished use of the codes and conventions of the chosen sector to effectively shape outcomes. • Outcome shows an effective interpretation of the brief. • Ideas are effectively communicated to the audience.

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